

Unit Planning Guide: Grade 4 Unit 9 of 10

Unit Title: How Do You See It?	Pacing (Duration of Unit): 4 weeks
Grade: 4	Buffer Day(s):

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- RL4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RL4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- RL4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).
- W4MA.3.a** Write stories, poems, and scripts that use similes and/or metaphors.
- RLMA4.8 a.** Locate and analyze examples of similes and metaphors in stories, poems, folktales, and plays and explain how these literary devices enrich the text.
- RI4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (start preparing for inferences in Q1; explicit use of examples)
- RL4.2** Determine a theme of a story, drama or poem from details in the text.
- W4.3 d. Use concrete words and phrases and sensory details to convey experiences and events precisely
- L4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context
- L4.1 d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)

WIDA Standards (ELL)

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Having an array of culturally based texts creates a diverse learning community.
- Different types of texts have different structures. Understanding a text's structure helps a reader better understand its meaning.
- Close reading gives students the opportunity to deeply examine a text, to infer and generate the theme from details in the text.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How do stories from other times and places impact me as a global citizen?
- How does the point of view of a story impact me as a reader?
- What lies beneath the surface of the text? (in fiction: symbol and theme; in non-fiction text: assumptions, biases, preconceptions) How much does this matter?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently. (**academic vocabulary in bold**)

Students will know ...

- The **structural elements** of poetry (e.g., **verse, rhythm, meter**) are different than that of drama (e.g., casts of **characters, settings, descriptions, dialogue, stage directions**).
- That **point of view** is the vantage point that a story is told from. **First person** is told by a narrator using "I" or "We", while **Third Person** is told by someone else and uses "he/she" or "it".
- That **similes** and **metaphors** are literary devices enrich the text.
- That supporting an **inference** utilizes **relevant** details and examples from the text.
- That **theme** is the main concept(s) of a story, drama or poem and is derived from details in the text.
- **Sensory details** and concrete words and phrases help the reader become part of the story or experience.
- That words can have multiple meanings and a subtle difference in meaning is a **nuance**.
- That meanings of some words used in everyday language can traced back to **mythological** characters (e.g. Herculean- something requiring major force)

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Crafting oral and written explanations of the differences between the structural elements of prose, poetry and drama. (*analyzing*)
- Comparing and contrasting the point of view of narrated stories noting differences in first and third person. (*analyzing*)
- Comparing and contrasting similar themes and topics and patterns of events in stories, myths, and traditional literature. (*analyzing*)
- Writing stories, poems and scripts that include similes and metaphors. (*applying*)
- Demonstrating an understanding of figurative language, word relationships and nuances in word meanings. (*applying*)
- Locating similes and metaphors in stories, poems, folktales and plays and explaining how they enrich the text. (*understanding*)
- Crafting an oral or written explanation of inferences from text and include references to details and examples from the text. (*applying*)
- Creating writing pieces that use concrete words and phrases and sensory details to convey experiences and events precisely. (*applying*)
- Ordering adjectives within sentences according to conventional patterns. (*applying*)